

Idaho Extended Content Standards Draft  
 Extended Content Indicators  
 Grade 1  
 Language Arts

Standard 1: Reading Process - Students decode regularly spelled two-syllable words fluently by applying their knowledge of basic phonic concepts. Students blend and segment phonemes and identify the number of syllables in a word. Students use decoding skills to acquire and apply new vocabulary in all grade-level content areas. This knowledge is applied to achieve fluent oral reading of high frequency words and connected text.

**Extended Standard 1:** Students begin decoding words by matching oral words to print/objects/sign/gestures and applying awareness to sounds and letters. Students develop skills to distinguish between the sounds or symbols of phonemes and syllables in a word. Students acquire new vocabulary in all grade-level content areas. This knowledge is applied to identify high frequency words/objects/pictures/sign/gestures.

Topic	GR	Goals	Objectives	Essence	Alternate Content Indicators
	1.L.A.1.1	Acquire Concepts About Print	1.LA.1.1.1 Match oral words to printed words (e.g., pointing to print as one reads).		1.LA.1.1.1 A Demonstrates correct access to reading material in a meaningful manner.
			1.LA.1.1.2 Locate information using alphabetical order to the first letter.		1.LA.1.1.2 A Match letters or objects in first letter order using an alphabet chart

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	1.L.A.1.2	Acquire Concepts About Text	1.LA.1.2.1 Practice reading environmental print with assistance (e.g. signs, symbols). (680.05.b)		1.LA.1.2.1A Respond to environmental print with assistance (e.g. signs, symbols)
			1.LA.1.2.2 Locate and identify the title, author, and illustrator and table of contents of a book or reading selection. (680.04.a)		1.LA.1.2.2A Locates the front cover with title of a book or reading selection.
			1.LA.1.2.3 Read simple graphs, charts, and diagrams.		1.LA.1.2.3 A Attend to simple graphic features in text.

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Topic	Gr	Goal	Objectives	Essence	Alternate Content Indicators
	1.L.A.1.3	Acquire Phonological Awareness Skills	1.LA.1.3.1 Identify, first, middle, and last sound in a word.		1.LA.1.3.1 A Identify beginning sounds as same or different.
			1.LA.1.3.2 Add, delete, or change initial sounds to make words. (680.01.j)		1.LA.1.3.2 A Change sounds in a word to make a new word.
			1.LA.1.3.3 Blend two to four phonemes into recognizable words. (680.01.i)		1.LA.1.3.3 A Uses phonemes to blend into recognizable words, i.e Name
			1.LA.1.3.4 Count the number of syllables in a spoken word.		1.LA.1.3.4 A Segment syllables (beats) in a word.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	1.LA.1.4	Acquire Decoding Skills Using Word Parts	1.LA.1.4.1 Match vowel and consonant sounds to all letters. (670.01.f)		1.LA.1.4.1 A Match sound to letter symbol.
			1.LA.1.4.2 Read abbreviations appropriate to grade level.		1.LA.1.4.2 A Imitate reading abbreviations in text appropriate to grade level.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indica
	1.L.A.1.5	Acquire Decoding Skills Using Syllabication	1.LA.1.5.1 Apply knowledge of common onsets, rimes and word patterns to decode and generate new words.		1.LA.1.5.1 A Match common onsets, rimes, and words to generate words.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.1.6	Acquire Decoding Skills Using Context	1.LA.1.6.1 Use context clues and pictures to aid in decoding of new words.		1.LA.1.6.1A Use visual, tactile, and/or auditory prompts to identify <del>new</del> words.

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Topic	Gr	Goal	Objectives	Essence	Extended Content Indicators
	1.L.A.1.7	Acquire Fluency	1.LA.1.7.1 Read at least 150 regular and irregular sight words fluently. (680.01.n)		1.LA.1.7.1A Recognizes automatically between 10 to 35 age appropriate high frequency word symbols (i.e. gestures, pictures, objects, words).
			1.LA.1.7.2 Read aloud Grade 1 text fluently with at least 54 correct words per minute (see Idaho Reading Indicator fall to spring benchmarks).		1.LA.1.7.2 A Listen to grade 1 appropriate text read aloud by repeating text in choral reading.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.1.8	Vocabulary and Concept Development	1.LA.1.8.1 Identify the meaning of words by using common inflectional endings (e.g. s, ed, ing).		1.LA.1.8.1 A Identify words and concepts of the inflectional ending (i.e. plural, ing).
			1.LA.1.8.2 Identify common antonyms, synonyms, and homonyms.		1.LA.1.8.2 A Match common antonyms using pictures, objects, signs, gestures
			1.LA.1.8.3 Use words and concepts necessary for comprehending math, science, social studies, literature and other Grade 1 content area text.		1.LA.1.8.3 A Match pictures/objects/ gestures/words <del>and to</del> concepts necessary for math, science, social studies and other Grade 1 content area text.
			1.LA.1.8.4 Use personal and picture dictionaries to confirm and determine meanings of unfamiliar words.		1.LA.1.8.4 A Use personal dictionary of pictures/objects, signs, etc to develop concepts and vocabulary.



Standard 2: Comprehension/Interpretation - Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Extended Standard 2: Students listen to and begin to read a variety of grade-level-appropriate literary and expository texts. Students read simple print, objects, or gestures to answer yes/no questions. Students identify main idea and characters in stories heard or read and order a sequence of events from the story. Students use the purpose of expository or literary text to help understand content. Students start to identify if a literary selection that is read aloud is reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.2.1	Acquire Strategies and Skills for Comprehending Text	1.LA.2.1.1 Tell the purpose for reading text.		1.LA.2.1.1 A Attend to reading for a purpose (e.g. pleasure, information)
			1.LA.2.1.2 Participate in connecting the information and events in texts to self and to the world.		1.LA.2.1.2 A Participate in connecting the information and texts to self.
			1.LA.2.1.3 Participate in drawing conclusions based on information gathered from pictures and print.		1.LA.2.1.3 A Participate in using picture clues and context to identify a conclusion based on text.

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Extended Standard 2: Students listen to and begin to read a variety of grade-level-appropriate literary and expository texts. Students read simple print, objects, or gestures to answer yes/no questions. Students identify main idea and characters in stories heard or read and order a sequence of events from the story. Students use the purpose of expository or literary text to help understand content. Students start to identify if a literary selection that is read aloud is reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.2.2	Acquire Skills to Comprehend Expository Text	1.LA.2.2.1 Participate in identifying the topic of expository text that is heard or read.		1.LA.2.2.1 A Identify a topic of expository text that is heard or read.
			1.LA.2.2.2 Answer questions (who, what, when, where, why, how) about expository text, heard or read. (680.01.p; 680.03.c; 680.03.d)		1.LA.2.2.2 A Respond to yes/no question based on a who, what, when, where, how, why in expository text, heard, or read.
			1.LA.2.2.3 Identify facts and sequence important information from expository text into correct order using pictures clues.		1.LA.2.2.3 A Identify and sequence information from expository text using pictures or object clues.
			1.LA.2.2.4 Follow one-step written directions.		1.LA.2.2.4 A Follow single-step directions using clues from pictures, objects, signs, etc.

Standard 2: Comprehension/Interpretation - Students begin to read and analyze a variety of grade-level-appropriate literary and expository texts. Students identify topics of text heard or read and answer questions. Students identify plot and describe characters in stories heard or read and sequence a series of events from the story. Students apply their knowledge of the purpose and structures of expository and literary text to understand content. Students determine if a literary selection is reality or fantasy.

Extended Standard 2: Students listen to and begin to read a variety of grade-level-appropriate literary and expository texts. Students read simple print, objects, or gestures to answer yes/no questions. Students identify main idea and characters in stories heard or read and order a sequence of events from the story. Students use the purpose of expository or literary text to help understand content. Students start to identify if a literary selection that is read aloud is reality or fantasy.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.2.3	Acquire Skills for Comprehending Literary Text	1.LA.2.3.1 Explain whether a literary selection, heard or read, is fiction or nonfiction. (680.03.a)		1.LA.2.3.1 A Identify whether a story that is heard or read is reality or fantasy.
			1.LA.2.3.2 Orally identify and describe the characters in a story that is read aloud. (680.02.a)		1.LA.2.3.2 A Identify character(s) in a story that is heard or read.
			1.LA.2.3.3 Identify the setting in a story heard or read aloud.		1.LA.2.3.3A Identify the setting in story that is heard or read.
			1.LA.2.3.4 Sequence and retell a story that is heard or read, into a beginning, middle and end. (680.03.b)		1.LA.2.3.4 A Retell the <u>beginning and</u> ending of a story that is heard or read.

Standard 3: Writing - Students begin to learn the five steps in the writing process. Students engage in generating writing topics, planning writing, and drafting. Students revise and edit before publishing their original piece of writing. Students practice all five steps of the writing process for multiple pieces of writing.

**Extended Standard 3:** Students begin to learn the steps in the writing process. Students participate in generating writing topics, planning writing, and drafting with other peers during class activities. Students review an original piece of writing with a peer before publishing. Students practice steps of the writing process for multiple pieces of writing.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.3.1	Acquire Prewriting Skills	1.LA.3.1.1 Participate in generating ideas using pre-writing strategies (e.g., sketching). (681.01.b)		1.LA.3.1.1 A <a href="#">Use prewriting strategies to generate ideas.</a> <del>Participate with other peers in generating ideas using pre-writing strategies.</del>
			1.LA.3.1.2 Participate in identifying the main idea.		1.LA.3.1.2 A Participate in identifying a main idea.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.3.2	Acquire Skills for Writing a Draft	1.LA.3.2.1 Use ideas generated and organized in prewriting to write a draft that includes a main idea.		1.LA.3.2.1 A Generate ideas for a writing topic.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.3.3	Acquire Skills for Revising a Draft	1.LA.3.3.1 Revise writing by adding, substituting, or retelling text.		1.LA.3.3.1 A <del>With a peer, p</del> Participate in revising writing by adding text.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.3.4	Acquire Skills for Editing a Draft	1.LA.3.4.1 Edit the draft for errors in beginning capitalization and ending punctuation. (681.02.e)		1.LA.3.4.1 A With assistance, check draft for errors.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.3.5	Acquire Skills to Publish Writing	1.LA.3.5.1 Publish and illustrate draft with assistance.		1.LA.3.5.1 A Publish a draft with assistance.
			1.LA.3.5.2 Share writing with intended audience.		1.LA.3.5.2A Share writing with intended audience.



Standard 4: Writing Applications - Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. (681.01.d)

**Extended Standard 4:** Students write for a specific audience. Students write about real events and familiar topics. Students write text to communicate meaning. Writing modes may include expressive, expository, and literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.4.1	Acquire Expressive (Narrative/Creative) Writing Skills	1.LA.4.1.1 Write narratives based on personal experience.		1.LA.4.1.1 A Write and/or share narratives based on personal experience.
			1.LA.4.1.2 Participate in creating simple rhymes, poems, or songs.		1.LA.4.1.2.A Participate in repeating/ <del>copying</del> <u>imitating</u> simple rhymes, poems, or songs.

Standard 4: Writing Applications - Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. (681.01.d)

**Extended Standard 4:** Students write for a specific audience. Students write about real events and familiar topics. Students write text to communicate meaning. Writing modes may include expressive, expository, and literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.4.2	Acquire Expository (Informational/Research) Writing Skills	1.LA.4.2.1 Participate in writing to communicate (e.g., thank you notes, invitations, posters).		1.LA.4.2.1 A Participate in creating written communications (e.g., thank you notes, invitations) by dictating, drawing, or writing.
			1.LA.4.2.2 Participate in writing brief explanations or observations of real objects, persons, places, events, or processes.		1.LA.4.2.2 A Participate in writing brief observations of real objects, persons, or events.

Standard 4: Writing Applications - Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. (681.01.d)

**Extended Standard 4:** Students write for a specific audience. Students write about real events and familiar topics. Students write text to communicate meaning. Writing modes may include expressive, expository, and literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.4.3	Acquire Persuasive Writing Skills	No objectives at this grade level.		No objectives at this grade level.

Standard 4: Writing Applications - Students write for a specific purpose and audience. Students write about real events and familiar topics. Students write multiple types of functional text to communicate meaning. Writing modes include expressive, expository, and literary response. (681.01.d)

Extended Standard 4: Students write for a specific audience. Students write about real events and familiar topics. Students write text to communicate meaning. Writing modes may include expressive, expository, and literary response.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.4.4	Acquire Skills for Literary Response	1.LA.4.4.1 Participate in writing or drawing a response that identifies a text to self, text to world, and/or text to text connection.		1.LA.4.4.1 A Participate in writing or drawing a personal response to literary selections.
			1.LA.4.4.2 Participate in writing or drawing a response to a literature selection that identifies the main characters.		1.LA.4.4.2 A Respond about a character from a text read <a href="#">aloud or heard</a> .

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

**Extended Standard 5:** Students identify simple conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an end mark. Students produce legibly text and begin to identify letters that are in their first name.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.5.1	Acquire Handwriting Skills	1.LA.5.1.1 Print legibly.		1.LA.5.1.1 A Produce legible writing.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

**Extended Standard 5:** Students identify simple conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an end mark. Students produce legibly text and begin to identify letters that are in their first name.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.5.2	Acquire Spelling Skills	1.LA.5.2.1 Spell correctly Grade 1 high-frequency words.		1.LA.5.2.1 A Participate in spelling first name.
			1.LA.5.2.2 Use invented spelling to spell independently.		1.LA.5.2.2 A Participate in invented spelling.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

**Extended Standard 5:** Students identify simple conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an end mark. Students produce legibly text and begin to identify letters that are in their first name.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.LA.5.3	Acquire Skills for Sentence Structure	1.LA.5.3.1 Write a complete sentence with words spaced appropriately. (681.01.a)		1.LA.5.3.1 A Use pictures, <a href="#">objects</a> , words, or symbols to express a complete thought.
			1.LA.5.3.2 Identify nouns and verbs.		1.LA.5.3.2 A Identify nouns or verbs.

Standard 5: Writing Components - Students use the conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an initial capital letter and an end mark. Students print legibly and begin to spell common grade-level-appropriate words correctly.

**Extended Standard 5:** Students identify simple conventions of written language appropriate to this grade level. Students practice writing complete simple sentences with an end mark. Students produce legibly text and begin to identify letters that are in their first name.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.5.4	Acquire Skills for Using Conventions	1.LA.5.4.1 Capitalize the first word in a sentence, names of people, and the pronoun I.		1.LA.5.4.1 A Demonstrate use of capitalization skill with a first name.
			1.LA.5.4.2 Use periods at the end of sentences, and identify question marks and exclamation points.		1.LA.5.4.2 A Identify end marks in simple sentences.



**Standard 6: Communication** - Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

**Extended Standard 6:** Students use active listening skills to respond appropriate to oral communication. Students deliver communication that convey ideas clearly and relate to the background and interests of the audience. Students use viewing skills to effectively comprehend visually-presented information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A 6.1	<b>Acquire Listening Skills</b>	1.LA.6.1.1 Demonstrate effective and appropriate listening skills using eye contact and maintaining attention to speaker. (682.01.a)		1.LA.6.1.1 A Demonstrate appropriate listening skills using eye contact and maintaining attention to speaker.
			1.LA.6.1.2 Listen for specific answers in order to respond to questions. (682.01.c)		1.LA.6.1.2 A Listen for specific answers in order to respond to questions.
			1.LA.6.1.3 Listen and follow one and two-step oral directions.		1.LA.6.1.3 A Listen and follow one step oral directions.
			1.LA.6.1.4 Listen to acquire information from a variety of sources.		1.LA.6.1.4 A Listen to gain information from others.

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Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.6.2	Acquire Speaking Skills	1.LA.6.2.1 Ask questions for clarification and understanding.		1.LA.6.2.1 A Ask questions.
			1.LA.6.2.2 Give, restate, and follow simple two-step directions.		1.LA.6.2.2 A Restate a simple one-step direction.
			1.LA.6.2.3 Stay on topic when speaking. (683.01.a)		1.LA.6.2.3 A Stay on topic when speaking.
			1.LA.6.2.4 Recite short poems, rhymes, and songs.		1.LA.6.2.4 A Recite short poems, rhymes, and songs.
			1.LA.6.2.5 Use descriptive words when speaking about people, places, things, and events.		1.LA.6.2.5 A Use descriptive words when speaking about people and things.

Standard 6: Communication - Students listen critically and respond appropriately to oral communication. Students speak in a manner that guides the listener to understand important ideas by using proper grammar. Students deliver brief oral presentations about familiar experience or interests that are organized around a coherent topic. Students use skills of viewing to effectively understand and comprehend visually presented grade-level-appropriate information. Students use visual elements to produce visual presentations.

**Extended Standard 6:** Students use active listening skills to respond appropriate to oral communication. Students deliver communication that convey ideas clearly and relate to the background and interests of the audience. Students use viewing skills to effectively comprehend visually-presented information.

Topic	Gr	Goal	Objective	Essence	Extended Content Indicators
	1.L.A.6.3	Acquire Viewing Skills	1.LA.6.3.2 Demonstrate understanding of the main idea of media presentations. (684.01.b)		1.LA.6.3.1 A Identify the main idea of media presentations.
			2.LA.6.3.2 Determine main concepts and details from information viewed. (693.01.b)		1.LA.6.3.2 A Identify details from media presentations.
			2.LA.6.3.3 Participate in differentiating between real and imaginary in media presentations. (693.03.a)		1.LA.6.3.3 A Participate in differentiating between real and imaginary in media presentations.

[illegible]